

2005-06 LCAP Definitions

Student Populations: The following categories and definitions were developed through a collaboration effort with Office of Vocational and Adult Education (OVAE).

Participant - A student who enrolled in at least one career and technical education credit.

Concentrator - A student who enrolled in a sequence of two or more credits that provides the academic and technical knowledge/skills/proficiencies within a CTE program.

Completer - A student who has attained the academic and technical knowledge/skills/proficiencies within a CTE program and all requirements for graduation or an approved alternative education program.

CTE Program - A minimum of two units of credit must be offered and taught annually within each State Board approved career and technical education program. (State Board policy since 1984-85)

Special Populations:

Individual with Disability – A person with a physical or mental impairment that substantially limits one or more major life activities; a person with a record of such a physical or mental impairment; or a person who is regarded as having such an impairment.

Economically Disadvantaged – Individuals who receive any of the following: free or reduced lunch, TANF, benefits under the Food Stamp Act, services under Title I, Chapter I of the Education Act of 1965 or have other indicators of economic status that identify them as in need of economic assistance.

Non-Traditional Training and Employment - Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.

Single Parent – A male or female **student** who is pregnant, unmarried or legally separated from a spouse and who has a minor child or children for which they have either custody or joint custody.

Displaced Homemaker – An individual who: has worked primarily without remuneration to care for a home and family, and for that reason, has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act; or is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Limited English Proficiency – A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, reading, writing or understanding the English language and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Supplementary Services: Refers to services provided to assist students to succeed in their career and technical or basic academic program. These are students with a disability and other barriers to educational achievement who need basic skills or tutorial services. The services are usually provided by a Career Resource Educator (CRE), Basic Skills Instructor, tutor, etc.

IEP (Individual Education Plan) – A plan that defines services needed by an individual with a disability as defined by IDEA (Individual with Disabilities Education Act) of 1997.

Basic Skills/Tutorial – Refers to those students with other barriers to educational achievement including limited English proficiency

Race and Ethnicity: The following categories and definitions are based on the “Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity” promulgated by the Office of Management and Budget on October 30, 1997 (Federal Register, 62 FR 58781-8790). These categories are the minimum set for data on race and ethnicity for statistics reporting by all Federal agencies.

American Indian/Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American - A person having origins in any of the black racial groups in Africa. Terms such as “Haitian” or “Negro” can be used in addition to Black or African American.”

Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East or North East.

Tech Prep:

Tech Prep Student: Anyone who has earned two or more credits in an identified North Dakota Tech Prep program.

Tech Prep Program: Provide links between secondary and postsecondary education that include articulation and/or dual credit opportunities for courses that are rigorous, sequential and non-duplicative.

Career & Technical Student Organizations (CTSO)

Participant – A student who is a member of a student organization and who participates in planning and carrying out the activities of the local chapter or beyond. This member does more than pay dues and is actively involved, i.e. accepts and carries out his/her responsibilities as a committee member. Organizations include:

Secondary: FFA, FBLA, FCCLA, DECA, Skills USA/VICA, TSA

Postsecondary: DEX, PAS, PBL, Skills USA-VICA

Leadership Role – A student who is a CTSO member and who has taken responsibility for making sure that an activity, project or program of work is planned and carried out. Leadership roles may be elected (officer) or appointed/volunteer (such as committee chair or peer educator) and may involve working with only the chapter or beyond the chapter, including working cooperatively with adults.